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ABSTRACT

During the 1986-1987 school year, 80 educationally and economically disadvantaged students from three counties in Virginia were recruited into a program that was designed to support their education and encourage them to stay in school. Students participated in after-school workshops to improve their decision-making and interpersonal skills, and they attended weekend recreational activities. Counseling, which included assistance with family problems and encouragement in school work along with personal counseling, was provided. During the summer, students attended an 8-week, 152-hour class that emphasized basic skill development. Two classes used a specially designed curriculum in which the students planned and produced their own video show. Students earned high school and community college credit. Each week the students also worked as a group on community projects. They were paid for class and community work through the Summer Youth Employment and Training Program. Sixty-one students completed the school year program, and 44 completed the 8-week program, with 39 of them earning high school credit. The students showed significant gains in reading, math, and language arts as measured by the Miller Analogies Test. The project was quite successful in helping the students develop skills and provided them and their families with supportive counseling; however, the project staff was unable to measure any improvement in the students' attitudes toward school. (MN)

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FINAL REPORT

STUDENTS CONCERNED ABOUT TOMORROW
A DROPOUT INTERVENTION PROGRAM

Exemplary Project
Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

Robert G. Goldsmith
People, Incorporated
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September 28, 1987

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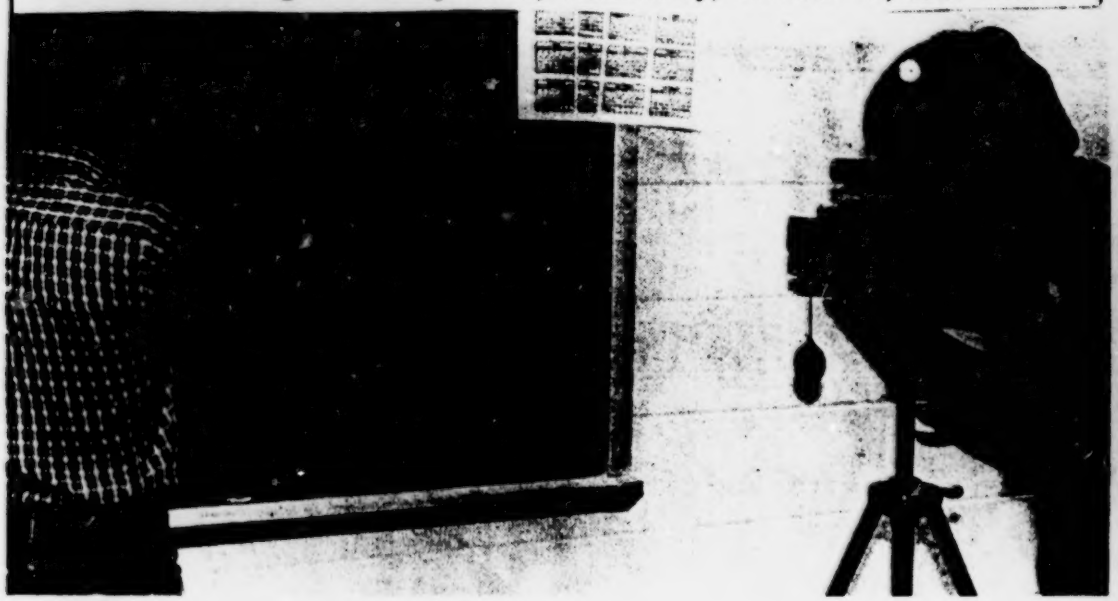

Ervin Widener (Left) And Johnny Necessary Worked On The Video Productions During The SCAT Program Operated By People, Inc. This Summer

Summer Education Program Helps Youths With Studies

An educational program operated by People Incorporated this summer showed that it is possible to reverse the documented trend of students forgetting skills they had learned or losing ground during the summer months.

Classes concentrating on basic skills in math, read and language arts were held for 14- and 15-year-olds in Bristol Virginia, Washington, Smyth and Wythe counties through Project SCAT (Students Concerned About Tomorrow).

Participants selected for the program were identified by the schools as needing extra help and support in their school work. These high school students attended classes three and a half days per week for eight weeks and also worked on community projects.

The extra work paid off in increased achievement scores for the students in the program. Nearly 70 percent of the SCAT participants improved significantly in their scores in math, reading and language.

According to a 1986 student by Public/Private Ventures, students lose ground on their achievement scores over the summer, and students that are behind grade level lose the most ground.

The study's control group, that had similar academic characteristics to the SCAT students, lost an average of three-fourths of a year in grade equivalency scores. The study concluded that a successful summer program would be one that helped avoid this decline in scores.

Students in the SCAT program were given the Metropolitan Achievement Test at the beginning and the end of the summer program. These students improved their grade equivalency scores by an average of .74 of a year. This figure indicates that in eight weeks, these students improved their math and English skills as much as the average student would improve in three-fourths of a year.

"We are excited by the results of these tests," said Buckey Boone, Project SCAT coordinator. "If we can replicate this program and the positive results next year, I believe we can demonstrate a remedial program that can really make a difference for students. I just hope we can recruit as fine a group of teachers and counselors into the program as we had this year."

In addition to studying basic math, reading and language, the Washington and Smyth counties classes planned and produced their own video shows. The curriculum using the video production was developed by Chuck Blanton and Hayman Kite through a grant from the National Center for Neighborhood Enterprise.

The video production encouraged the students to develop reading, writing and math skills necessary for such a venture. The students also learned important social and planning skills while working on this project.

The community service projets that the students worked on during the summer included the cleaning and clearing of the Virginia Creeper Trail by the Washington County class, and work in the Bristol parks and the Benhams Head Start Center by the Bristol class.

Project SCAT was made possible by funding from the New River/ Mount Rogers Private Industry Council, the Virginia Department of Education and People Incorporated.

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I. Abstract

Students Concerned About Tomorrow - A Dropout Intervention Program
July 1, 1986 - August 30, 1987

Goals and Objectives:

1. To recruit and enroll 80 educationally and economically disadvantaged students into a program that will support their education and encourage them to stay in school.
2. To improve these students' attitudes and motivation toward school.
3. To improve the students' basic skill level in reading, writing, and math.
4. To provide work experience and career internships for these students.
5. To provide guidance and counseling to assist students in career choices and selection of vocational education program.
6. To provide students with a vocatical assessment.
7. To assist the students in developing and completing short term goals.
8. To involve students' parents in the program and in their child's school.

Procedures Followed:

During the school year, high risk students were recruited from every high school in Wythe, Smyth, Washington Counties and the City of Bristol. Students participated in after school workshops designed to improve decision making and interpersonal skills. They attended weekend recreational activities. Counseling was provided. This included assistance with family problems and encouragement in school work as well as personal counseling.

During the summer, the students took an eight week, 152 hours class that emphasized basic skill development. Two classes used a specially designed curriculum in which the students planned and produced their own video show. Students earned high school and community college credit. Each week the students also worked as a group on community projects. Students were paid for class and community work through the Summer Youth Employment and Training Program.

Results and Accomplishments:

A new curriculum was developed for summer remedial programs for at risk junior and senior high students. 61 students completed the school year program. 44 students completed the eight week program with 39 earning high school credit. Students showed significant gains in reading, math, and language arts as measured by the MAT standardized achievement test. This compared to an expected loss of skills over the summer.

Evaluation of Project:

The project met all of its objectives except one - we were not able to measure any improvement in students' attitudes toward school. The project did have significant impact on students' skill development and did support the enrolled students and their families in their continuation in school. The project was a successful intervention program for individual students. Like other intervention programs, it has little effect on the school system or the community toward improving the outlook for other high risk youth.

Conclusion:

Communities in Southwest Virginia need intervention programs like Project SCAT. The schools at present are not able to meet the needs of high risk youth. A good program will meet the variety of needs of high risk youth and their families and it will have to come to terms with concerns of this program addressed in the body of this report. Funding for drop out intervention should be developed that allows localities to plan for continuity of the program.

II. The Problem

In Southwest Virginia, many students who could benefit from vocational education, drop out of school before they can receive these services. Or they enter vocational education without the essential requirements for success - a mastery of basic skills, a positive attitude toward school, a sense of self worth and an ability to set goals. Each year a high school education becomes more crucial to a youth's employability and future success; yet drop out rates remain distressingly high. These dropouts not only cripple their own future, but drain society by their lack of productivity.

Students entering high school must meet certain minimal expectations in order to succeed academically or reach the level necessary to begin vocational classes. These minimal expectations include regular attendance, nondisruptive behavior, and a certain level of reading, writing, and math achievement. Youth that cannot meet these expectations are at an extremely high risk of failure and of dropping out. These students are left out of the main stream of school activities and services. In Southwest Virginia, there are few services in the schools or in the community to support these at-risk students to learn and progress in school.

III. Goals

The goal of this project was to provide support and encouragement to at-risk students to enable them to progress successfully through high school until graduation. The project also had the goal of improving the students' skills and attitudes so that they would be better prepared for vocational education.

To accomplish these two goals, these more specific objectives were identified.

1. To identify and recruit 80 students most in need of services. Those students that were severely economically and educationally disadvantaged were to be targeted.
2. To provide attitudinal and motivational pre-vocational training programs. Regular workshops in job seeking skills, communication skills, school survival skills, and peer group socialization skills were to be planned and provided.
3. To improve basic skills. A summer remedial education class was planned for SCAT participants who completed the school year program. Funds from the Summer Youth Employment and Training Program were to be used to pay youth to work in the summer class and community projects.
4. To provide pre-vocational preparation programs that fit the needs of inner-city and Appalachian youth. The special needs of these youth were to be addressed in the program. All students were to be provided transportation to services. Activities were planned to improve students' peer and group interaction skills. To provide career intern programs: work in community projects was planned for each participant during the summer. When appropriate, more mature students were to be placed in local businesses to "shadow" regular employess to learn more about real jobs and career possibilities.
5. To provide guidance and counseling services to assist students with occupational choices and with the selection of a vocational education program.
6. To assess students' vocational education and job related needs.
7. To provide the student the structure in which to make short term goals and to measure success.
8. To involve parents in the program and in their child's schooling.

IV. Description of design and procedure

To facilitate a discussion of accomplishments and results, the design will be described by the major activities of the project.

Recruitment and Enrollment:

We planned to recruit students from each high school in the three counties served. In Bristol city, students would be recruited from both the Junior and Senior high school. First referrals were gathered from school counselors and principals. We asked them to refer students who were behind one grade, had attendance problems, or had behavior problems. After the referrals, counselors met with these students and explained the program, emphasizing the benefits and the requirements. Applications were distributed at this time. Students who wished to enroll returned the applications to the school. The applications contained questions regarding income so that counselors could determine the students' probable eligibility in the summer remedial program. The applications also required parents as well as students to sign a promise to cooperate with all aspects of the program. The major effort at recruitment was made in the fall. But at schools where enrollment dropped, new enrollments were made into the winter.

Assessment:

In the first meetings with students, an assessment of each student was made. The assessment included the Tennessee Self Concept Test, the Demos D dropout risk assessment, informal interview with students, review of past grades and the Self Directed Search (a career assessment test). We had originally planned to give the MAT achievement test, but decided to give that test at the beginning of the summer remedial class. We felt that would give a better opportunity to measure the effects of that class on the students' achievement level.

Workshops:

Workshops were held with the enrolled students after school. The workshops were held at each high school and students were driven home after the meetings. Workshops were held approximately twice a month. The workshops were designed to improve the students' attitudes toward school, improve interpersonal skills, and to develop goal setting skills. Career exploration was also a workshop topic. Problems at school were discussed and solutions discussed in the group.

Counseling:

Counselors met individually with each student on a regular basis. The counselors assisted the students to develop a short term goal related to their classwork. The goal was set as a contract. The counselor communicated with teachers as well as the students to monitor the progress toward the goal. The goal was never to obtain a certain grade, but would be actions that the student and counselor agreed might improve grades. The goal was, as much as possible, a concrete and measurable action by the student. Short term goal contracts were reviewed every 6-8 weeks. At each review, the goal would be changed or modified depending on whether the student reached the goal.

When counselors met with students, non-academic counseling took place. Family and social problems were discussed. The counselor could act as sympathetic listener and also as a person with whom the student could discuss problem solving strategies.

Counselors also met with the family of each student. These meetings served a number of purposes. First, the counselor discussed the student's performance in school and encouraged the parents to become more involved in their child's work. Secondly, meeting parents gave the counselor a

fuller understanding of the student and made clearer possible strategies of working with each student. So a visit with parents was one more assessment tool. Thirdly, the counselor was able to discuss with the parents specific needs of the family. The counselor could refer the parents to resources in the community or become an advocate for the family in their effort to obtain needed resources.

Recreational Activities:

Saturday recreational outings became a major activity of the program although it was not planned as such in the original proposal. We found that this activity helped maintain students' interest in the program and began to develop group identity and cohesion. Student outings were led by counselors and included bowling, swimming, movies, picnics, horseback riding, and river rafting. These weekend activities were all held during the school year except for one outing between regular school and the summer school and the end of program picnic.

Remedial Class:

The remedial class began on June 22 and lasted 8 weeks until August 14. Students who had remained in the school-year program and who were JTPA eligible were able to enroll in this part of the program (five students who had participated in the school-year program and who were not certified JTPA eligible, were offered the opportunity to take the class without pay. All five declined.) Classes were held at the most central school in each county and city. Transportation from home to school was provided to the students. Students were paid a stipend of $3.11 per hour for their class participation. Classes were held three and one half days per week (19 hours).

In each class there was one certified teacher. In the Bristol, Abingdon, and Marion classes, a college student worked as a teacher's assistant. In Bristol and Wytheville, the worksite supervisor assisted in the class. In Abingdon, the class also had a teacher's aid - a graduating senior paid as a SYETP participant.

Classes were planned to assist students with the development of reading, writing, and math skills. We wanted the students to also have a chance to have interesting group learning activities that would reinforce the basic skills building. Through a grant from the National Center for Neighborhood Enterprise, a curriculum was developed. The curriculum uses video production as the basis for group and individual creativity and as a reference for skill building in reading, writing and math. The Abingdon and Marion classes used this curriculum. In the other two classes, the teachers developed their own curriculum using materials provided by People, Incorporated.

For the first three weeks of the classes, every class completed a remedial curriculum designed by the local community colleges. This curriculum was designed to meet the requirements of the local Private Industry Council and, therefore, was "competency based". Each school district arranged to award credit to students who successfully completed the course. The credit would go toward Math or English, depending on the needs of the students.

Work Experience:

Each student worked with the SCAT class one and one half days per week in community projects. Because of the student's age and the size of the groups, the projects were generally outdoor cleaning projects. Supervisors were hired for each group. In addition, the college interns who worked as teacher's assistants also worked as assistants to the supervisors. On the

full day of work, students were picked up at home, taken to the worksite, and returned home. On the half day of work, the students were picked up at school, taken to the worksite, then returned home. Students were paid $3.35 per hour for their work time.

Two students with health problems that prevented their working out of doors were placed in a job at the Print Shop at their high school. One student whose parent supervised the work, was placed at a clerical job at People, Incorporated's office. In the original grant application, plans for job shadowing opportunities during the summer were discussed. This part of the program did not happen. The administrator of the Summer Youth Employment and Training Program discouraged this use of JTPA funds.

V. Results and Accomplishments

The results and accomplishments will be described by the major activities used in the Description of the Design.

Recruitment and Enrollment:

In most cases the school staff were very helpful in referring students to the program. In the most helpful instance, the counselor at Holston High provided SCAT counselors with the names of students with a description of why each was referred. She then talked individually with each student to encourage them to enroll. Two schools, at the other extreme were not helpful. One school referred only one student. The other school declined to suggest any students for the program, but allowed SCAT counselors to review student files to search for students that met our profile.

With the help of most schools, we were able to recruit the planned number of students. Our assessments showed that we did enroll students in need of the program. In the fall, 160 applications were received. After

screening for income eligibility, 73 students were enrolled into the program. These 73 students were given the Demos D drop out test. 18% were rated with a very strong probability of dropping out (90% probability); 17% were rated with a strong probability of dropping out (70% probability); and 63% were rated with an even chance (50%) of dropping out. Only one student was rated at some (25%) probability of dropping out and no students were rated as having little chance of dropping out. These results lead us to believe that our recruitment did reach high risk students.

The counselor in Wythe County was not able to recruit and enroll the number of students planned for that county. We enrolled students with the anticipation that a certain number would not remain in the program through the school year. We anticipated having an enrollment of approximately 60 students by the time the summer classes began so that each class would have about 15 students. Overall, this did occur; 61 students began the summer class. However, the students left the program at a higher rate in Smyth and Wythe while very few left the program from Washington County or Bristol. At the beginning of the class, Washington County still had 24 students while Smyth only had ten and Wythe had eleven. This problem was lessened to some extent by transporting some students close to county lines into the next school district. Still, the Washington County group remained too large.

Assessment:

As stated earlier, the initial assessments, especially the Demos D and the review of grades indicated that we had recruited students at high risk of dropping out. Further, the assessments enabled the counselors to develop a clearer view of each student's strengths and weaknesses. Discussions with teachers and counselors was also an important part of

developing an assessment of the student. One very important part of assessment was the home visit. Often, a student's problem became much more understandable after talking with the family. For instance, one student in Bristol consistently scored high on achievement tests and showed other signs of ability. His teachers and school counselors couldn't understand why he did so poorly in his class work (he was rarely a behavior problem). When we visited his home, his mother told us about her struggle with alcoholism for the last three years and about an older alcoholic brother who had been living in and disrupting the home for the last two years.

We had planned to use the Tennessee Self Concept Test as a pre- and post- test to measure any changes in students' self concept. We administered this test at the beginning of the program, but discovered that the results were not useful to counselors. We also decided, based on these results, that a post- test would not be worth the time given to the test. So this test was eliminated as one of the assessment tools of the program. Because the Demos D had a component which measured attitudes, we felt it would be a valid replacement for this measure.

Workshops:

After school workshops were held at each high school as planned. The workshops were on a variety of subjects, but focused on decision making skills and social interaction skills.

These workshops did not function as well as we had hoped. One of the main problems was the time of day. The counselors found that the students were anxious to leave school by the end of the day. They were not prepared to sit through one more class. We felt that if we could have held the workshops during school hours, students would have been more

attentive. Our workshops required students to participate in a group and to expose their ideas about emotionally charged issues. This is difficult for the most outgoing students. We found that the students in our program rarely participated in class discussions and had no practice expressing their own ideas. It proved very difficult to draw students into appropriate discussions during these meetings. The students did appear to improve in their ability to participate in group discussions over the year, especially during the summer class.

Counseling:

The students responded most favorably to one-on-one attention from our counselors. For a small but significant number of students, this attention contributed to a noticeable improvement in attendance and classwork. This improvement took place soon after contact with counselors but leveled or dropped off within a short time (within two to three months). This early improvement seemed to be simply a response to a caring adult noticing the student's work in school.

A longer term approach to school performance was developed through the short term goal sessions between counselor and student. With the counselor, the student chose a concrete action that could improve the student's grade in a particular class. The student "contracted" to perform that action (study 15 minutes per night, do every problem assigned, etc.) for 4 to 6 weeks. The counselor monitored progress by taking reports from the teacher as well as the student. At the end of the time period, the counselor determined whether the contract had been met. If so, the student and counselor agreed on another goal. If not, the counselor and student discussed how the old goal could be reached. In the spring, the students who reached their goal (plus attended all SCAT

activities) received a prize - a $15 give certificate at a local store.

The counselors observed that this short term goal setting had a positive effect on school work for about one half of the students. We felt that this was one of the more successful parts of the school year part of the program. It seems also to be a part that could be easily refined and replicated for other groups of high risk students. One factor to the success of this activity may have been the contact with teachers. Counselors reported that the teachers responded positively to another adult expressing concern about a particular student. It sometimes seemed to change the teacher's attitude about the student and willingness to work with that student.

Counselors' work with the family was beneficial in a variety of ways. First, as mentioned earlier, meeting parents improved the counselor's assessment of the student. The counselor could also encourage the parents to show an interest in the student's success in school. Often, the counselor was able to provide the family with assistance in obtaining needed resources. Through People, Incorporated, counselors were able to provide help with food, medical bills, fuel, rent, and other necessities. This help could remove stress from the home that could interfere with a healthy family development. The help also gave the whole family a positive view of the SCAT program and counselors. We became viewed as advocates willing to help, not persons ready to punish or reprimand. This positive feeling often helped when counselors had to work through problems with the family.

Recreational Activities:

The recreational activities soon became the favorite part of the program for many of the participants. The activities were held on

Saturdays about once a month by county. Counselors planned and led the activities. We learned, after being forced to cancel a number of planned activities, that it is better not to schedule outings in the months of January and February. Snow can disrupt the best laid plans. The recreational activities served at least three purposes. They helped to maintain interest in the program while the summer pay seemed a very long way off. They gave low-income youth an opportunity to meet challenges that the ordinary youth would never face; and they increased the students' opportunity to interact with peers in a positive way. Many of the students had never been horseback riding and some were not sure they could. At the end of the trail ride, many students beamed with pride at their accomplishment. None of the students had been river rafting. One boy was overheard to say "this is the best day of my life." The value of that type of experience is difficult to quantify, but the staff felt that these challenging activities had an important impact on many of the students. The students also participated in less challenging fun activities such as swimming, bowling, picnics, and trips to the movies.

Remedial Class:

The remedial class held in the summer was the most concentrated interaction with the students in the program. This was the time that the program had to influence the students' skill level as well as their attitude. The 1987 summer classes began with a total enrollment of 61: 11 from Wythe County, 10 from Smyth County, 18 from Bristol, and 22 from Washington County. From our experience in the summer of 1986, we learned that special education teachers had the best understanding of and ability to work in an individualized remedial curriculum. We were

able to hire special education teachers for three of the four classes. These teachers were able to work through behavior problems in the beginning of the summer to develop a routine of learning and skill building. The teacher in Wythe County, however, when confronted with behavior problems, chose to leave the program after the first week. We were unprepared for this event; it took two weeks to find a replacement and much of the needed time for the class in Wytheville to be a success was lost. (During this time without a class, the Wythe students participated in an expanded work experience program.)

During the first three weeks of the class, the teachers used a curriculum designed by the local community colleges. The local Private Industry Council mandated this curriculum for the summer, so the program was required to complete it prior to using our own curriculum. The general consensus from the students and teachers was negative regarding this curriculum. It was a "competency based" curriculum and, as such, required a pre- and post-test for nearly every skill. The teachers noted that most of the class time was taken up with the test taking and very little with learning or instruction.

After the required JTPA remedial curriculum was completed, the teachers began work on their own curriculum. The teachers in Smyth and Washington Counties used the curriculum developed by Hayman Kite and Chuck Blanton (see Appendix for copy of this curriculum), and also used materials developed on their own. The teachers in Bristol and Wythe County worked with their own curricula using materials supplied by the program.

The teachers who used the video curriculum reported that the plan worked well in their classes. The students began working as a team on the project - each person had a specific job that they had been interviewed

for and "hired" to do. The students planned and produced their own video show with very little intervention from the teacher. The final products were far from perfect, though the students were pleased with the results. The teachers were most pleased with the process; a process which required group planning, script writing, time management, and creativity.

Of the 61 students who began the summer class, 44 completed the eight weeks. 39 earned high school credit and 52 received college credit for the completion of the JTPA competencies. The high school credit was of special significance to a number of students. The high school credit last year helped some students move from the ninth to the tenth grade. We hope this progress gave those students the hope that they could finish high school in a reasonable amount of time. To other students, the credit was one step toward graduation and a confirmation that they could succeed at class work.

The post-test of the Demos D (Dropout) Scale and the MAT were given at the end of the summer class. The pre-test of the Demos D had been given near the time of enrollment for each student. We wanted to measure any changes of attitude over the whole program. The pre-test for the MAT was given at the beginning of the summer. Thus, the MAT should show any changes attributable to the summer class itself.

The Demos D (Dropout) Scale is designed to measure the likelihood of a student dropping out of school based on the student's attitude toward teachers, education, peers, parents, and school behavior. Our goal was to change the students' attitudes toward education, teachers, and peers so that the students' likelihood of dropping out (based on attitudes) would diminish. Twenty-nine students took both the pre- and post-test. The mean score on the pre-test was a score of 74 which (according

to the test makers) indicates a 50% probability of dropping out. The mean score of the same students taking the post-test were nearly identical - 73.7. The .3 drop in score indicates no change in drop out probability. Of the 29 taking the test, 15 had an increase in score, 13 had a decrease, and one student had no change. This would indicate that attitudes, as measured by the Demos D, were changed little or none over the year of the program. Because we had no control group, we do not know whether a non-treatment group of high risk students would maintain, increase, or decrease their high risk attitudes over the course of a year.

In a program such as SCAT, the change of attitudes is a problematic issue. Workshops that give students practice in decision making, successful goal setting, counseling, and success in a special class, are all activities that might improve a student's attitude. However, when high risk students are grouped together (as in the SCAT activities), they can develop a subculture that promotes the very attitudes that the program is attempting to change. Teachers and counselors reported observing this occurring in two of the classes this summer. While this subculture influence did not cause a measured increase in high risk attitudes, it may have prevented the decrease in those attitudes.

The MAT test results did show that the summer classes had a significant influence upon the students' basic skills. Thirty six students were given pre- and post-tests in Reading, Language, and Mathematics. From these test scores, a Total Basic Battery Score could also be derived. Since we lacked a control group, we were lucky that Public/Private Ventures has given the MAT to students with similar academic backgrounds as the SCAT students. In the summer of 1986, Public/Private Ventures gave the MAT tests to over 700 youth who received

remediation classes in their STEP project. They also gave the tests to a like number of control group students. The tests of the control group confirmed earlier studies that students lose ground over the summer and students that are behind in grade level lose the most.[1] Their remediation, as was ours, was designed to halt that slide and, if possible, improve students' skills over the summer. The students in their study actually tested an average of one grade level above SCAT students; so one would expect SCAT students to lose even more ground over the summer. The opposite happened. While the PPV control group lost 1.0 in grade equivalency on the reading test, the SCAT students gained slightly (.02). And while the PPV control group lost .5 in grade equivalency on the math test, SCAT students gained .8 in grade equivalency. If we assume our students would have experienced equivalent losses without treatment, the SCAT program made a strong difference in the students' skill development. The difference between the progress SCAT students made and the loss of the control group was over 1 grade equivalency in reading and 1.3 grade equivalency in math. (Please see Appendix for graphs of student scores.)

Of the 36 students who took the pre- and post-test, 25, or 69% of the students had an increase in the Total Basic Battery - a composite of the Math, Reading, and Language tests. The average increase in Total Basic Battery Scores was .68 year grade equivalency.

Work Experience:

For one and one half days per week during the eight week summer program, the students worked as a group on community projects. Each class

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[1] "Executive Summary, Summer Training and Education Program (STEP)," Public Private Ventures, 399 Market Street, Philadelphia, PA 19106

had a supervisor who drove them to the work site and supervised their work. Students cleaned parks, cleared hiking trails, and did minor repairs and painting to community buildings.

The students looked forward to this outdoor work. They considered it both a break from the school work and a chance to interact more with friends. The students expressed a sense of accomplishment at the work done. Because of the type of work done, the students learned few specific jobs skills. However, the supervisors observed that the students did improve in their ability to stick with a task, to take directions, and other skills necessary for any job.

As with the class, the students earned money that was important to their family. Some youth in the program were the only wage earner in their family. The income brought the students a sense of maturity and responsibility.

VI. Evaluation of Project

The project clearly met seven of the eight objectives stated in the original application for Project SCAT. We recruited over 80 students into the program. These students were assessed as high risk and of needing a special support program. From standardized tests, we have shown that the project improved students' basic skills in reading, writing, and math. Students were provided work experience in the summer. All students received counseling that helped them think about career choices and vocational education. Students were assisted in developing and completing short term goals. And parents were involved in the program and encouraged to become involved in the school.

The one objective that we could not clearly measure was the improvement of students' attitudes and motivation toward school. The Demos D (Dropout)

Scale measured no improvement in students' attitudes toward school. There was no overall improvement in school attendance. As noted in the Interim Report, counselors reported individual cases in which students showed significant improvements of behavior, attendance, and grades after entering the program. This was an important improvement for those students, but did not appear to extend to a majority of the students.

The work on short term goals was successful for approximately 50% of the students. This was after a limited success with one subject, but we hope it was a learning experience that will transfer to other classes. During the school year, the most successful activities involved one-to-one counseling with the students and their families. Perhaps the most important aspect of this for the students was non-judgemental attention from a caring adult. The students recognized that someone cared about how they did in school. The counselors often acted as advocates for the students in school and in the community.

The recreational activities were important as motivation to remain in the program. They also expanded the students' sense of the possible and their own sense of what they could accomplish. Although no measurable results can be attributed to these activities, the counselors observed that the outings were where the students first began interacting in positive ways.

The work experience in the summer provided valuable training in basic work skills and a sense of accomplishment to the students. The work experience also helped make the classroom training less intensive. Many of the enrolled students have strong negative association with school. The day and a half per week gave these students a valuable break that enabled them to work more productively in the class.

During the summer class, the general consensus of the teachers was that the JTPA curriculum was too constrictive with very little opportunity for learning. The specially developed curriculum, used in conjunction with basic skill practice was seen by the teachers as a productive combination. The students had opportunites for creative expression and also time and structure for reading, writing, and math. There were two major problems in the summer classes. The Washington County class, at 20, was too large for productive individual instruction. This was somewhat ameliorated by having two teacher assistants and an outstanding teacher. However, it was obvious that class size should be limited to 15. In Wythe County, the teacher quit within the first two weeks. We were not prepared to hire a teacher with such short notice. This lack of a teacher disrupted the class at a crucial point in the summer. We were not able to make up the lost time for those students.

Even with the two problems, the summer class was the most measurably effective activity of the SCAT program. The measured gains in basic skills; the high school credits; the creative opportunities; the development of interpersonal skills; all combined to make the class a rewarding experience for the youth.

The greatest disappointment of the program was the inability to gain refunding. During the first year, so much of a new program is learning by trial and error. The second year can be used to refine procedures. The staff was well on its way to developing a very constructive program for high risk youth.

VII. Conclusion

It is obvious that a program such as Project SCAT is needed in Southwest Virginia. At present, the schools are not able to provide the extra support

that high risk students need. Whether the model is exactly like Project SCAT or not, it should address the range of high risk students' needs. These include family support and advocacy, individual counseling, basic skill development, opportunity for creative expression, and opportunity and a framework for positive peer interaction. Using JTPA funds, a summer intervention program alone is still possible. Our agency still regards a year round program as most effective in providing a more encompassing support for these youth.

If this agency or any agency decides to use the SCAT model in a year round program, it should come to terms with these major concerns brought to light in this first year of operation:

Transportation: We estimate that transportation of 60 students for just the eight weeks in the summer for Project SCAT cost over $20,000. Students were transported from home every day and students came from all areas of each county. This type of cost probably could not be maintained in an ongoing program. Yet, to deny transportation to low-income 14 and 15 year olds in a rural county is to deny them the services of the program.

Class time versus after school: Asking high risk students to stay after school in a workshop/classroom situation did not work in our experience. Students who find school frustrating and boring are not going to want to continue in that setting for another hour and a half. Attention span is short and attendance is poor. We felt it would be much better to conduct workshops during school time. The students would be fresher and not feel "robbed" of their free time.

The dropout culture: When high risk students are brought together they can reinforce each other's negative attitudes about

school and general expectations. Counselors and teachers must act to pre-empt this development by fostering a team spirit with positive, rather than negative goals. This is not a simple or easy task and requires planning.

Failure: When a program works with a group of students, all of whom are predicted to drop out, the staff should be prepared for those who do fail. The staff should be able to deal with this failure of the program and be prepared to offer assistance to those students that do drop out of school or the program.

Screening of Participants: Students should be served who are high risk but have a reasonable chance of completing school. A number of our students had already made the decision to drop out of school. Once this decision is made, it is nearly impossible to convince the student to remain in school.

Funding: Funding sources and local agencies should recognize that a dropout intervention program needs three years to become established. Whenever possible, funding should be developed for at least three year cycles. Better yet, the state should provide ongoing funding to each locality to develop their own dropout prevention programs. With stable funding, a community can have the security and time to develop a program that works best in their community to support high risk youth.

People, Incorporated appreciates the opportunity that the funding from the Virginia Department of Education gave us to develop a year round dropout prevention program for high risk youth. We developed a model that, with refinement, can be successful in our community. The curriculum developed for the summer class will be used again for a JTPA funded program next summer.

This project also provided us with an understanding of the need for a community plan for dropout prevention. We plan to continue the work needed for this goal.

Mid-Grades Applied Curriculum

(MAC)

MAC is a curriculum process designed specifically for mid-grade students who are at-risk academically. The curriculum is built around the idea of T.V. production. The approach is not intended to actually copy a real T.V. production, but is adapted to promote learning in the areas of computation and communication.

To use the curriculum will require at least a day and a half of in-service training. The purpose of the training is to work with teachers to develop specific teaching and testing materials. Also some equipment orientation may be necessary. To date we have provided a number of sample curriculum materials for use in this program. What we are suggesting is that the teacher select from the provided materials appropriate drill and practice lessons. In addition, during in-service we will assist teachers to diagnose and prescribe specific learning materials.

Finally we suggest that between day 10 and 11 we provide the teachers additional help in delivering the curriculum - a mid term up-date, so to speak.

To implement this curriculum will require three video cameras and VCR's, and at least 12 cassette recorders. We are assuming that a number of T.V. sets are available at each location. Art supplies are also required.

(If there are four classes, four VCR's will be necessary along with four cameras.)

Title: Mid-grades Applied Curriculum - MAC

Rationale: During the mid-grades 6-9 students often question why they should learn different parts of the curriculum. It is not always easy for teachers to establish a relationship between today's school work and the possible application to 'real' life situations. The purpose of MAC is to provide teachers a practical process for applying curricula to specific real life situations easily recognized by students.

Curriculum Emphasis: An analysis of real life situations that will be common to most students reveals a common core of essential learnings that cluster around:

computations

communication (Communication as used here is the ability to interpret the written word, to speak in a way that promotes understanding and the ability to send written messages that transmits an understandable message.)

Curriculum Focus: In this curriculum there are two areas that will be used to relate curricula to life situations:

Skill building

Application

Content for each area is derived from 7 persistent, repetitive life tasks:

job application

budgeting

letter writing

oral communication

social support systems

buying and selling

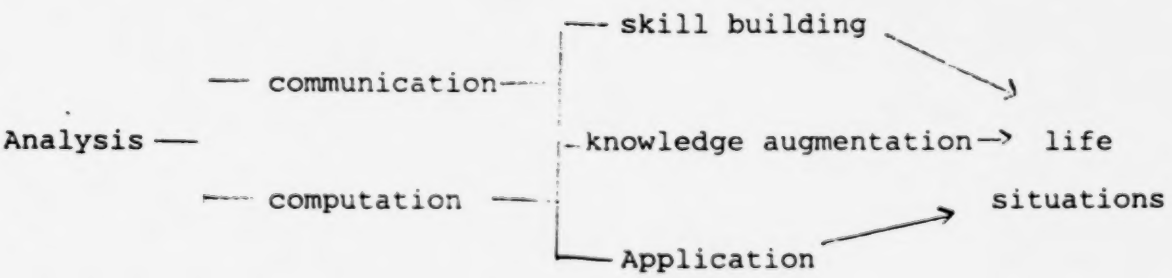
time use - scheduling

Centers of Interest: To deliver the curriculum centers of interest will be used:

T.V. Production

Peer to Peer Instruction

Centers of Interest will be developed by analyzing, for example, T.V. production in terms of task associated with T.V. production. The task will be further analyzed to determine essential computation and communication skill and knowledge. The skills and knowledge in addition to the actual work of T.V. production will be presented via the seven persistent, repetitive life tasks.



Centers of Interest

Daily Program Emphasis:

Skill building should begin each day. The teaching methodology should follow:

1. explanation
2. demonstration/modeling
3. student practice
4. immediate feedback corrective

Knowledge augmentation should follow skill building. The primary emphasis of augmentation is the delivery of essential information to the students. Teachers should:

1. Introduce data sources.
2. Read to students.
3. Select appropriate films.

Finally, but most important, the students must be presented a series of problems to solve in terms of the seven persistent, repetitive life tasks.

The knowledge and skills are applied to real life situations via the Centers of Interest.

After five days of instruction the daily schedule should blend, and emphasis should be determined by student progress. (Note under separate materials a strategy for small group and individualized instruction is reviewed.)

Twenty Day Scenario:

Day 1 - Begin by providing students an overview of daily activities. Provide at least two examples of the kind of things

you will be doing.

Then Begin!

"There are a number of tasks that must be completed to produce a television program. A task is something that must be done in order for something to be created or to work - a number of tasks put together to accomplish something we are going to call a job." [Have task or job on a chart or the chalk board - defined. Next provide each student a list of jobs related to T.V. production - include a list of related tasks for each job.] See reference section - Jobs.

"We are now going to assume that you want one of the listed jobs. What must you do?"

[Have newspapers with job ads available. Show students how to locate job ads - the section, etc. Discuss the various jobs listed. Ask the students to tell you tasks that constitute one or more of the jobs listed in the job ads. Provide each student with a job ad for one or more of the jobs necessary to produce a T.V. program]:

Program Director and Assistant Director

Cameraperson I

Cameraperson II

Cameraperson III

Script Writer

Sound Technician

Set builder

Actors Artist

Program editor

(expand this list)

Check guidance office for references on careers. Two good references are Occupational Outlook Handbook - U.S. Dept. of Labor, Bureau of Labor Statistics
Encyclopedia of Careers and Vocational Guidance, William E. Hopke

Use classified ads from a local newspaper. In the reference section under jobs you will find some samples but you may want to include actual newspapers. Consider the following activities:

1) Show students how to find classified ads using the table of contents in the newspaper.
2) Look at classified ads to see if any are related to the jobs described above.
3) If no ads are listed in newspapers, introduce the idea of trade magazines, etc. as other references.
4) Have students write an ad describing the job they have chosen. Have them include a description of the job, method of applying for the job, salary, hours of work per week.

* Introduce first persistent repetitive task - letter writing. Note in your job announcement, ask for a letter to make an

appointment for a job interview.

- Teach basics of letter writing. See reference section -
  Letter writing - business and personal
  friendly letters

Provide students available resources for appropriate letter writing, i.e. English text, reference books.

Have students compose two letters. One should be a letter of application for the job including a resume if possible. The other should be a letter to a friend describing the job for which he is applying, his feelings about the job, and his expectations. Provide a mailbox for students to "mail" letters by turning them in to you.

Prior to the end of the first day introduce students to one of the Centers of Interest - T.V. Production.

Each day should include a budget session and a vocabulary session. Today's budget session should serve two purposes:

1) Make students aware of the cost of things they use.
2) Give you some idea of the math skills of students.

Ask students to keep, in a seperate section of a notebook, a list of expenditures, and to update that list each day. Today's list should include the cost of newspaper, stamps for postage, and stationary. Students should figure what they spent and the total

spent by the class.

In the vocabulary session, have students identify 5 new words from today's lesson - words they could not spell, recognize in print, pronounce or define. Compare the lists and identify the most common words not known or understood by students. Have students begin to develop their own dictionary from these words. Have them list the words alphabetically, spell correctly, pronunciation, definition, and a sentence using each words. Encourage them to make up their own definitions but provide dictionaries until confidence develops. (See phonetic respelling under Dictionary Skills.)

After the students leave

Now your real job begins. Look at the letters first. Identify common mistakes such as spelling, punctuation, order, etc. Prepare a review for tomorrow's class based on these letters. You may want to make transparencies of some of the letters (omitting signatures) to be corrected in class. You should be able to begin some grouping at this point as you look for students with similar interests, problems, strengths and weaknesses.

Look at budgets to see if any problems with decimals, addition or subtraction are evident. (See reference Math Skills - Addition and subtraction table, multiplication and division table, place value, whole numbers, decimals, reading large numbers, understanding addition.

Look at dictionaries. The reference section has several things to help with dictionary skills: improving dictionary skills, using guide words in dictionary work, choosing the right definition, alphabetical order, respelling a word, and target spelling lessons.

Prepare a videotape for tomorrow's lesson by taping the credit section at the end of a TV program.

Day 2 - The morning session will continue skill building regarding letter writing.

Do this each day! Begin the day by providing an extensive review. Have students use data sources while composing a second letter. Have transparencies available that show typical errors in letter writing and correct forms. Give students simple copies of letters that include typical errors and have them correct the letters.

[Begin to identify students who are acquiring the skill of letter writing. These students may become your first peer tutors.]

After skill building provide students an overview of T.V. production. If available use an outside expert. Emphasize that T.V. production is an effort provided by many people. Show the videotaped credits from the TV program. Talk about each job and ask students to discuss how the overall production would be

affected if one job was eliminated. "What would happen if we recorded a program and the camera didn't work - the lights were too dim - no one knew when or what to say - the program ran overtime?" Discuss.

Have students rewrite letters of application and tell them you will be making job assignments on the TV production based on the impressions they make with their letters. Provide class time to complete letters. As you monitor students at work, try to praise as many positive things as possible. Try to make them feel that you think they could get this job and that they will be good at it.

* Introduce second life task - budgeting. Your main task here as the teacher is to prepare your students for tomorrow's skill building. Explain that students will be keeping two budgets - one will be for personal expenses and the other for production costs. Start today with the personal budget. Ask students to think about how much it cost them to get to school. Have them calculate the total cost for transportation to and from school this summer.

Prior to the end of the day, inform students that 2 T.V. production crews will be announced tomorrow. List the available jobs on the crew and tell students assignments will be made based on the letters of application. Let everyone know they will have an opportunity to do more than one job. Ask students to watch at

home T.V. credits to identify their job.

Continue the vocabulary section by adding 5 more words to the dictionary the students are compiling.

Have all students turn in a final letter of application.

After the students leave

Look at all the letters of application.

1) Make T.V. crew assignments based on applications.
2) Identify common errors and prepare review.
3) Decide how you want to present the idea of a production budget tomorrow. After making job assignments, decide how much each job will pay. Base it on a per hour basis so students can figure their own salary and also see how it fits into the overall budget.
4) If possible, obtain a budget approved for this program. You may want to use it as your sample budget.
5) Decide on peer tutor assignments.
6) Look at resource materials - the best paying job, work and wages, paycheck record, budgeting.

Day 3 - (Prepare a review based on the letters - common errors - grammar - content and present to the class.)

Introduce - budgeting. What is a budget? Provide all students a simple completed budget. The major concept is to help students relate dollars to events, that events can be analyzed in terms of

dollars - which is cost.

Skills to emphasize:

addition of columns of four digit numbers

division, i.e. time and dollars

subtracting - available fund and cost

multiplication - monthly income X hours worked =

monthly income X months =

hourly rate X days =

Knowledge building: Provide students specific sums, specific events, fixed cost, flexible cost and let them build a simple budget - keep things simple. Your objective is to build a concept that relates dollars - events - cost.

Teach:

Fixed cost

Flexible cost

For selected students introduce: interest, taxes and social security.

Prepare a special activity for those students who still need work on letter writing. For example:

filmstrip or film

auto/instructional materials

or select from materials provided

Select peer tutors and begin their orientation. To prepare peer tutors' orientation read Peer-to-Peer Fernald technique Appendix A. From the reading you will learn that students can develop materials for other students that will help them to learn specific objectives.

Peer to peer tutoring as a Center of Interest is a structured process for one student teaching another. For peer to peer tutoring to work students must be trained, monitored and given specific guidelines. All students can and should at one time or another be a peer tutor.

The Process:

1. Be specific about what a peer tutor is to teach.
2. Provide the peer tutor an exact time schedule. The schedule should include:
   - development time
   - tutoring time
   - follow-up
   - assessment
3. Suggest resources to the peer tutor.
4. Have the tutor complete a lesson plan that includes:
   - teaching objective
   - method
   - schedule
   - follow-up activities
   - assessment procedure

Specific objectives related to letter writing might include:

proper format

dating the letter

salutation

body

conclusion

signature

spelling

punctuation

The peer-tutor would be assigned one of the above objectives to teach. The student would then prepare a lesson to teach the objective. The student would follow a simple teaching formula:

get attention

explain, demonstrate, model

monitor practice/drill

make immediate corrections

continue practice and,

assess

The peer-tutor's final task prior to tutoring would be to get from the teacher an approval of the peer-tutor's schedule.

Vocabulary building session should continue by adding 5 more new words to the dictionary. Explain that some of the peer tutors will be preparing learning aids based on these words.

<u>After the students leave</u>

1) Make copies of job applications (see reference section - Job Applications). You may want to make a transparency for

sample application.

2) Prepare for the exercise on job application.

3) Make sure T.V. production crew assignment is complete.

4) Make sure materials are ready for peer tutors to prepare lessons.

Day 4 - Review:

Letter of application

budgeting

T.V. production crews

Peer tutoring (Introduce overall concept)

Provide students feedback correctives on any problem. Provide time for peer-tutors to prepare lessons.

* Introduce life task - job application. (Have a copy of the job application provided for each student. Also we recommend using transparencies to cover each item on the sample job application.)

[A sample job application is provided.]

Obtain as many copies of job applications as feasible. Have students do the following exercise.

Directions: List in the right hand column the businesses or agencies that have provided job applications. Across from each application list the information asked for. Have the student identify the different kinds of information asked for. Pose to

the students the question - Why do different businesses and agencies ask for different kinds of information? Put training, education, experience on chalk board for analysis. Discuss with the class as a whole generic features of all the applications:

education/training

experience

personal data

Have students complete the sample application. Require the use of a dictionary - if necessary explain its use - spelling counts. Prior to the end of class provide peer - tutor's assistance and other students' reinforcement for their achievement.

Conclude class with T.V. production crew's meeting and discussing task associated with each job.

Tomorrow - Script Writing

After the students leave

1) Prepare tests for letter writing, budgeting, and basic skills.
2) Make copies of the Valerie script.
3) Make assignments for each part.
4) Have materials ready for script writing including cassette tape recorders and tapes for those who need them.

Day 5 - Test for:

letter writing - format, style, etc.

budgeting

basic skills

spelling key words

computation skills

reading and understanding directions

Explain to the class what a script is:

Give them a one or two page script to review.

Ask individual students to read the script.

Compose with the class a simple script.

[Note a T.V. script requires two parts - narrative and visual]

Assign each student to write a simple script.

For those students you have identified that have difficulty writing allow them to compose a script orally. You may employ three ways to do this:

let the students record their script on a cassette tape.

dictate their script to an adult.

dictate their script to a peer tutor.

[In each case the student's script should be typed by an adult.]

Spend the remainder of the day working individually with students.

Prior to ending class - review the entire week in detail.

Discuss the week's activities.

Ask the students' specific questions.

On the basis of their answers you will get an idea of what to do

Monday.

After the students leave

1) Prepare a review for Monday based on today's discussion.
2) Select materials for review and drill of basic math concepts and make copies for student use.
3) Prepare sample budget format for TV crew.
4) Prepare sample household budget.
5) Prepare typed scripts of the scripts students have written.

Day 6

Review in detail. Re-teach on the basis of Friday's discussion with students.

Review with class test results.

Have typed scripts ready to return to students.

Re-introduce budgeting. Again use this opportunity to review and drill basic math concepts. Select exercises from materials provided under separate cover.

Increase the complexity of budgeting by:

expanding the activities to be budgeted.

move from a personal budget to budgeting other activities, i.e. house buying, car buying, food cost

Provide, as examples, various kinds of budgets.

[Have a sample budget format prepared for each T.V. crew.]

Divide class into T.V. crews. Let the director assume leadership. Talk to each group about appropriate group processes, i.e. make rules, agreements, contribute. It is

acceptable to create competition between the groups.

Group Topic: Money - time - Events - cost as related to T.V. production - allow students to include hypothetical salaries.

Assignment to each group: Prepare a production budget.

Prior to ending class - Review and give students typed scripts and the scripts some of the students wrote themselves.

After the students leave

1) Prepare letter writing assignments for each crew member.
2) Decide which student to put together for script reading.
3) If you have non-readers, the script should be taped so that student can follow.
4) Prepare taped script and follow sheets for student use in auto/instructional part of lesson.

Day 7 Review

Begin this day by announcing to the students the need to compose a letter. Prior to this class develop a need for each T.V. production crew job category to write a letter. For example sound person may need to inquire about available wire - anything will do as long as each student is assigned to write a letter.

Use this opportunity to teach fundamental grammatical concepts.

Allow the students to use dictionaries.

Provide students immediate feedback on their letters. On the

basis of feedback you may assign peer tutors to students having difficulty with various parts of letter writing.

[Note at this time select your better math students or peer tutors for budget problems.]

Match excellent/good readers with poor or non-readers. Tell the students to read and discuss their scripts. Explain to each pair of students they may help each other reading the script. Non-readers can play their tape and follow the typed script. This will take some specific planning. You will need at least four cassette tape recorders.

Ask for volunteers to read or to recite their script for the entire class. Be sure to listen for common, often repeated grammatical errors. When you identify such errors provide remedial instruction for the entire class. [Sample remedial lessons are provided under separate cover.] Encourage all students to read or at least tell about their script.

Make auto/instructional assignments. For example have four cassette tapes small groups may listen. Note: <u>never</u> ask students to just listen to an audio tape, always provide follow sheets that require filling in blanks or a series of true/false questions. As these student engage the assignment, begin working with peer tutors to prepare lessons on the math associated with budgeting.

End class with a detailed review.

After the students leave

1) Set up role playing situations.
2) Have video camera ready to tape role-playing.
3) Look at groups production budgets - decide what corrections or changes need to be made.
4) Prepare math problems associated with buying a car.

Day 8 Review!

* Introduce life skill-buying and selling.

Have T.V. crews meet as groups. Go into detail about the importance of group process. Specifically cover:

an agenda

agreements

- Introduce "brainstorming"

Rules for Brainstorming

1. No discussion of ideas.
2. Defer judgement and criticism of ideas to a later date.
3. Use your imagination in a free wheeling way.
4. Make ideas out of ones that are already given.
5. Do this as quickly as possible, since quantity is wanted. (Appoint a recorder.)

communication techniques - see Resources 1, 2, and 3 on Communication

- Introduce "I" messages, and active listening.

[Role play with students the techniques. Set-up role play situations and if T.V. equipment is available tape the situations and then ask class to view and critique the role plays.]

Assignment to groups: [Note prior to this assignment you will have assessed each group's prediction budget.] The group's assignment is to make corrections and budget adjustments.

After reviewing with each group corrections and adjustments, begin an overview of buying and selling.

the assessment of what to buy
the actual selection of what to buy
the cost - recorded purchase
the required budget adjustment
the identification of related cost

Relate the proceeding to buying a car.

assessment
selection
purchase
budget adjustment
related cost, i.e. insurance, maintenance, fuel, payments and interest, taxes

Provide students a series of math problems associated with buying a car. Use peer tutors if necessary. Have students work on the

problems.

End the day with a review.

After the students leave

1) Check math problems and identify which students can be paired on peer tutoring basis.
2) Prepare problems for time use, scheduling.

Day 9 Review budgets.
Review 'buying'.
Introduce selling.

[Note: Be aware of process - Are students using communication skills? - Has group process improved? Are students talking more? How are peer - tutors doing? What about communication and computations skills - Are you providing enough drill and practice?]

Ask the group what is selling?
Discuss the concept by introducing:

profit
loss

Involve math skill to teach these concepts

At this point you may introduce to each T.V. crew a production assignment. Ask the group to pretend you are a client and you want to sell a car and you want to advertise the car on television. Tell each group to:

develop a script -

narrative (audio) and visual

develop a budget.

compose a letter of agreement.

Work with each group to develop each item. Negotiate the agreement with each group. Emphasize group process. Encourage the groups to:

do a cost analysis

make a variety of staff assignments

brainstorm, listen

participate

* Introduce life task - time use, scheduling.

Begin by demonstrating the relationship between spoken words and time - for example, so many words per minute. Be sure to explain that variations in time is a function of pace. That is, words divided by pace equal time. Show this as:

words divided by pace = time

10 words spoken at 3 per second = 3.3 seconds

Call words x

Call pace y

Call time t

What happens if:

30 words _____ = 90 seconds. What pace is required?

Introduce to each T.V. crew this problem. You have 90 seconds to present your T.V. ad to sell the car. What must you do?

Try an explanation like this but if it goes beyond the students move back to three variables in an equation format.

During your T.V. ad at some time only visuals will be displayed on the screen. Your pace then has to include the time you want the visual only to appear. Let's refer to visual only time as z. So pace based on words per second becomes minus z or

$$x/y - z = t$$

Explain that you are using letters just to make it easy to understand the relationship.

Continue with variations until the end of class. Be sure to review.

<u>After the students leave</u>

1) Prepare math test including math and word problems dealing with buying, selling, profit, loss, time.
2) Look over remedial materials and have ready for students who may need it after you see the results of the tests.
3) Prepare review of the week's activities.

Day 10 <u>Review</u>

Test student's understanding of:

buying

selling

profit

loss

time

[Note this is a math test. Provide math problems and word problems.]

After the test ask groups to meet and continue with the development of a 90 second ad to sell the car.

Quickly scan the test. Sub-group class on the basis of your test assessment and begin remediation. Use teaching materials provided under separate cover. Take the students who have acquired the math skills you intend to teach. These students can begin to prepare peer tutor materials.

Do remediation activities for thirty minutes and then ask groups to return to their assigned T.V. crew and continue with creating a 90 second ad. [You may want to use a stopwatch at this point to solidify the concept of time. A digital stopwatch may be used if all you wish to do is give students a feeling for a length of time. The wall clock with a second hand may be used if you wish to incorporate telling time into the lesson. Try some simple problems such as "How many seconds pass between 1:05 and 15 seconds and 1:07 and 45 seconds."]

Conclude this Friday with extensive review.

<u>After the students leave</u>

1) prepare an outline for a week's schedule.
2) prepare a schedule with errors for students to locate and

correct.

3) Explore the possibility of a field trip to a local T.V. station. Consider the students you have and how you would feel about the responsibility of taking these students on such a trip. Many things could be incorporated into such a trip:

   a) letter writing
   b) scheduling a trip - time to leave, travel, tour and visit, eat, return
   c) map reading - road signs - directions
   d) budget - cost for individual students
   e) making a good impression - behavior - manners - dress
   f) interviewing T.V. personalities and people on the crew with the same jobs the students had on class T.V. crews
   g) possibly showing student videotapes to producers - instill pride in student's work
   h) responsibility - your legal responsibility and the student's personal responsibility
   i) making introductions

See what type of permission you have to get to take such a trip and how it might be financed. If this is something you want to do, plan to do it after students have presented their videotapes and begin working on some of the skills listed above.

Day 11 Review

Ask for production progress. One student should be assigned to

keep progress reports. Allow crews to meet and closely monitor progress. Judge the time for this activity on the basis of participation, understanding and progress. If necessary, work with groups to set meaningful goals.

When appropriate introduce scheduling.
Start with having each student develop a time line for one day. As the class grasps the concept have them expand the line for the remainder of the week - then ask them to go backwards for a week.

Ask at least four students to draw their time line (for a day only) and explain it to the class.

What you are trying to teach here is a concept of time. [Note schedules mean nothing unless - let students discuss possible answers.]

Provide students an outline for a week schedule. Have each student complete the schedule. Review:

Starting time	estimated	actual
Completion dates	estimated	actual

Ask at least four students to draw one day of their schedule on the chalk board and explain it to the class.
Provide students information on how to improve personal schedules.

Reform the class into T.V. crews and them as a group produce a

production schedule. Then, let them begin the schedule.

During the last thirty minutes of class assign students to the task of evaluating a schedule. [Note: Put a schedule on chalkboard and have students locate errors.]
While most of the class corrects the schedule ask peer - tutors to meet and review the progress they have made preparing lessons to teach basic math skills.

Review and conclude class - Ask T.V. crews if they will need art supplies for making visuals for the 90 second ad.

After the students leave

1) Obtain art supplies the students requested
2) Decide on social agencies you wish to discuss with students.
3) Gather information from these agencies - contact directors and see if they would be willing to participate in an interview with students to explain the social support agencies.
4) Videotape a public service program from local T.V. if possible.

It might have to be a radio program.

Day 12 Review

* Introduce life skill social support systems. Announce to the class that you will work with each T.V. crew so that the 90 second ads will be completed today. But that before you begin you want to assign each T.V. crew a topic for a program of social interest. Explain and demonstrate the difference between social

programming and entertainment, i.e. 60 minutes - Murder She Wrote. Provide the students a simple description of two or three social agencies that serve the community. [Do not do any welfare agency.]

Tell one T.V. crew that you want a production that explains to others why social agencies are or are not necessary. The production must include pro and con. Tell the second T.V. crew that you want a production that explains the operation of one social agency. [We suggest Foster Homes Program.]

Your responsibility as the teacher is to provide each crew background information and information sources.

Allow the remainder of the class time for completion of the 90 second ad.

After the students leave

1) Make sure video equipment is ready for tomorrow's filming.
2) Have videotape of public service program ready to show students.

Day 13 [You have now introduced each life skill except oral communication. We do not suggest that you formally introduce oral communication but assume that oral communication is an integral part of the on-going curriculum.]

Review

Complete 90 second ads.

Structure the classroom for filming the ad.

Film

Present the filmed ad to the class. Allow for discussion.

After the discussion allow peer tutors and selected students to work together on basic math skills. Monitor each group's progress.

Work with individual students. [For tomorrow exchange ads with other classes.]

If available have the class view and review a public service program.

Review and conclude class.

<u>After the students leave</u>

1) Have word problems ready that deal with relating scheduling to cost.
2) TV crews will switch roles tomorrow. Decide how assignments will be made.

Day 14 Review specifically the production process.

Explain to the class that they are now capable of applying some of the things they have learned. Mention at least:

scheduling

budgeting

Take this opportunity to relate scheduling with cost. Create several number and word problems and have the class solve each.

Sample problems:

1. You estimate production cost to average $10.00 per hour.

You get behind schedule 4 hours and 15 minutes. What will this cost?

2. Due to good work you finish six hours and 30 minutes ahead of schedule. How much did you save?

3. On Monday you lose 2 hours and 30 minutes. On Tuesday you make up 45 minutes. On Wednesday you remain on schedule. Thursday you gain 15 minutes. What must you do on Friday to stay on schedule?

4. What should you allow for in a budget to account for getting ahead or getting behind?

5. x = 120 words
   y = 3 words per second
   z = 10 seconds
   t = time
   x/y - z =

(Create problems that allow each student to solve for x, y and z.)

Assess test and sub-group for feedback correctives. Employ peer tutors.

Use the remainder of the class for T.V. crews to switch roles, and

to initiate planning.

Before the end of class time assign students two letters they must write in terms of their new position.

Review and conclude class.

After the students leave

1) Decide on letter writing assignments.

2) Prepare to teach fundamentals of grammar.

Day 15 - Friday

Review and continue with 'New' T.V. crews.

Crew I "Why Social Agencies?"

Crew II "Foster Home Program"

Make specific letter writing assignments. For example:

letters to obtain information

letters to agencies/individuals

letters of request

letters asking for specific resources.

Review letter writing form - Use this time to teach fundamentals of grammar.

1. The sentence
   a. building a clause
   b. building a sentence
   c. variety in sentence structure
2. Punctuation

3. Capitalization

Review with appropriate students using the dictionary.

[Note, under separate cover you have been provided a range of 'teaching' ideas. We suggest you select from these materials at the appropriate level of difficulty drill and practice for each student.]

Review and conclude class.

Between day 15 and day 16 be sure to determine what communication and computation skills that require further drill and practice. For some of the skills you may select peer tutors. Orient peer tutors Monday and schedule them for tutoring day 18. Most of next week deals with producing and filming the social services program. Make sure all necessary materials are ready.

Day 16 Monday

Make specific drill assignments. Monitor student progress. Select peer tutors and follow procedures for preparing peer tutors.

For further skill development review with the entire class selected basic concepts.

Ask Crew I and II to meet and continue planning and scheduling.

Ask for progress reports both written and oral.

Tell each crew director you expect a budget today.

Day 17

Review

Ask Crew I and II to continue their work. Suggest to both directors that formal rehearsals begin.

You may give each crew specific help in oral communication.

Let the crews work:

script writing sound

rehearsal

set building

lighting

Day 18 Review

Allow crews to work.

Begin filming.

Help crews complete filming today.

Day 19 Review

Present programs.

Discuss each production.

Ask each student to tell the entire class how they feel about this summer's work.

Give a final test on computation and communication skills.

Day 20

This day is not programmed so that each teacher will have some flexibility in time management. Use this day as appropriate. This would be an excellent day for the field trip.

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S.C.A.T. Program Narrative - July 1986

The school and work program of S.C.A.T. continued through July. One student was added to the program with the understanding that he would not get a high school credit because of his late entry.

In the classroom, students continued working on basic skills in math and English. Special art projects and other group activities were also included in the learning experience. The teacher of the Washington County class taught a unit on geology, which culminated with a field trip to the Bristol Caverns. Members from all three groups were taken bowling. The three classes also had regular recreation/physical education periods.

The clean-up project in Mount Rogers National Forest continued in July and the Washington County and Abingdon groups also worked at the Glade Spring Recreation Park, improving the playground area. The Bristol group painted the Benham's Head-start Center and also made improvements to the center's playground.

One of the teachers resigned in July and her classes were taken over by counselors, who finished teaching the class for the rest of the program.

Two participants withdrew from the program. One left because of a crisis in his family. The other, who has emotional problems, hid from his family for a few days and missed class as a result. This was his second unexcused absence and he did not return to the class.

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S.C.A.T. Program Narrative - August 1986

The three groups of students finished up their classwork and work projects in August. The program ended on August 15. Those participants who had perfect attendance received a total of 152 hours of classroom training and 81 hours of community service work.

During August, the participants concluded their courses in math and English and other classroom projects. The clean-up and improvement work continued at Mount Rogers National Forest and Glade Spring Recreational Park for the Washington County and Abingdon groups and at the Benham's Headstart Center for the Bristol group.

Two students withdrew from the program in August - one because of a crisis in his family and the other because of a conflict with football practice.

Of the 35 participants that enrolled in the IIB program, 30 completed it. Out of the five that did not complete the program, three had been enrolled in IIA and two had not been in IIA. Sixteen of those who completed the program had been in the IIA program and 14 had not. Out of the 30, 19 received on high school credit and seven received two high school make-up credits. Due to receiving these credits, four participants were able to advance into the ninth grade. Three of those who did not receive credit had excessive, but excused, absences. The other student began too late in the program to receive credit.

The Wide Range Achievement Test (WRAT) was given to participants at both the beginning and end of the program. Of the 22 students who took both the pre- and post-test, 12 showed improvement of six months or more in at least one subject (reading, spelling or math) and six showed improvement of one year or more in at

least one subject.

On the evening of August 22, a pool party and awards ceremony, including a picnic dinner, was held for the S.C.A.T. participants, their families and friends at the Abingdon Recreation Park. The majority of the students attended and there were more than 60 people at the party.

Two participants received awards for Most Outstanding Classwork, four received awards for Most Improved Classwork, and three received awards for Most Outstanding Community Service Work.

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S.C.A.T. Program Narrative - September 1986

During the month of September, we made follow-up home visits to the parents of the participants in this summer's S.C.A.T. program. During these visits, we discussed the children's performance in the summer classes and at the worksite. We assisted some of the families in obtaining needed resources, including emergency food and emergency medical services, as well as providing counseling and information on other sources of assistance.

We also worked with a few S.C.A.T. youth who were having difficulty re-entering high school.

Applicants were interviewed and two new youth counselors were hired for Project S.C.A.T.

We held a meeting of the advisory committee, which is composed of representatives from the central school offices in the four juridictions we are serving with this program. During this meeting, we explained Project S.C.A.T., asked for advice in working with the schools (such as getting the children out of class for special activities), and ask for their help in introducing Project S.C.A.T. to the schools in their jurisdiction (particularly in Smyth and Wythe Counties, where the program is being implemented for the first time).

We met with the counselors and principals at all the schools in Wythe and Smyth Counties to explain Project S.C.A.T. and request referrals from them for the program. We began working with counselors at the Washington County and Bristol, Va., schools to develop lists of referrals.

We also began looking into various testing and sources of information for developing curriculums for the in-school workshops as well as the summer school

classes. We began discussions with faculty at East Tennessee State University regarding appropriate testing and curriculums. We also met with the school Office's psychologist in Washington County to get information on testing.

During this time, we also began recruiting volunteers who were willing to tutor the S.C.A.T. participants.

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October 1986

S.C.A.T.

Program Narrative

During the month of October, we went to the high schools and junior highs (8th and 9th grades) in Washington, Smyth and Wythe Counties and the City of Bristol, Virginia to meet with the students who had been referred to Project SCAT by the guidance counselors.

We explained Project SCAT to the students and handed out information sheets and applications. Throughout the month we worked with the schools' counselors and students to get the applications turned in.

As we got the applications back, we evaluated them to determine eligibility and need and decided which students to accept into the program, which to put on a waiting list, and which were ineligible. Letters were sent to the guidance counselors to inform them of the status of the students they had referred.

We accepted 25 students in Washington County: 5 at Abingdon High; 9 at John Battle; 7 at Holston; and 4 at Patrick Henry. Seventeen students were accepted in Bristol: 6 at Virginia High (4 of whom are in the Alternative Program); and 11 at Virginia Senior High. We accepted 13 in Wythe County: 6 at George Wythe; 6 at Fort Chiswell; and 1 at Rural Retreat. In Smyth County, 22 students were accepted into the program: 2 at Sugar Grove; 4 at Marion Senior High; 6 at Marion Junior High; 6 at Chilhowie; 2 at R. B. Worthy; and 2 at

Rich Valley. We have 13 students returning to the program - 8 in Washington County and 5 in Bristol.

We decided to use the Tennessee Self Concept Scale and the Demos D (Dropout) Scale to measure the participants' self esteem and attitude toward school, respectively.

One of our counselors resigned and we began taking applications and doing interviews, to fill that position.

We planned the activities for the first workshop and developed the Participant Handbook and Contract.

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November 1986

S.C.A.T.

Program Narrative

During the month of November, we held the first workshop at all the schools in the four jurisdictions.

The workshop consisted of meeting the participants, getting their schedules, giving the Tennessee Self Concept Scale, talking about the financial benefits of having a high school diploma (illistrated with a "check" for $200,000 - the difference in life-time income, and an average income, between a high school graduate and a non-graduate), taking the participants' pictures, explaining the program using the handbook and having the participants sign the contract.

The first Saturday activity was held on November 15th with the Washington County group. After bringing the participants to the public library, we watched a movie, "The Karate Kid", and then went to Bella's for a pizza party. Some of the students who arrived before the others at the library participated in an activity to get to know each other better.

We hired a counselor for the east Washington County/west Smyth County jurisdiction.

At the workshop at Abingdon High we had a new applicant for Project SCAT, who we accepted. Later another participant from Abingdon High decided to withdraw from the program due to lack

of time, so the current number in Washington County remains at 25.

We met with Chuck Blanton, the Director of the Dropout Prevention Program at Appalachian State University and planned to work with him in the future for the training of our counselors as well as a source of other information.

We attended a workshop on dropout prevention sponsored by the Department of Education and gave a presentation on Project SCAT.

Late in the month, we began working on developing and setting short term goals with our participants.

We also planned the second workshop.

PROJECT SCAT PROGRAM NARRATIVE - DECEMBER, 1986

During the first two weekends of December, Saturday activities were held with participants in Smyth and Wythe Counties and the City of Bristol. In Smyth County, the students went bowling and then had pizza. In the other two localities, the participants went to the movies, followed with a pizza lunch.

The second workshop was held at all schools involved in Project SCAT. The session included making a "Wanted: Dead or Alive" poster which was designed to provide the counselors with more information about their clients, an activity with a worksheet on setting goals, administering the Demos D Scale, used to measure the students' likelihood of dropping out of school, and a discussion on how to survive in school. The results of the Demos D are attached at the end of this report.

SCAT counselors also worked with the students on setting short term goals that would help them in school. Goals were set with 66 percent (48 out of 73) of the participants in SCAT in all four jurisdictions. Eleven students out of 20 (55%) in Smyth County set short term goals by the end of December. In Wythe County, goals were set with 5 out of 13 (39%) participants; in Washington County, goals were set with 18 out of 23 (78%) students; and in Bristol, 14 out of 17 (82%) participants set short term goals.

Visits were made to the homes of SCAT participants, at which time the program was explained to parents and various forms (photo and medical releases and the contract) were signed by the parent. The meetings gave parents and counselors the opportunity to discuss the child's progress, problems and needs as well as other services offered by People Incorporated and Mountain CAP.

Forty-two out of 73 (58%) home visits were completed in December. A total of 14 out of 23 (61%) home visits were made in Washington County; 11 out of 20 (55%) in Smyth County; 4 out of 13 (31%) in Wythe County; and 13 out of 17 (77%) in Bristol.

During the month of December, two students dropped out of Project SCAT in Smyth County. One was not eligible for the summer work program and the other moved. Smyth County currently has 20 participants; Wythe remains at 13; Washington at 23; and Bristol at 17.

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NARRATIVE

SCAT

January 1987

Two SCAT workshops were planned for January, although the meetings at some schools were affected by bad weather and counselors made adjustments to the schedule as necessary.

Workshop Three, the first one held in January, focused on emotions, I-messages and no-lose problem solving. The next workshop, Number Four, continued with the concept of problem solving in family situations, both internal and external problems. The SCAT participants also prepared a budget based on the money they will earn this summer.

The Smyth County group went to the movies, followed by a pizza lunch for its January Saturday activity. The Saturday activities for Wythe and Washington Counties and the City of Bristol, Virginia were snowed out in January.

Counselors worked on completing home visits as well as planning workshops and Saturday activities.

Project SCAT staff for Washington County and Bristol met with eight Emory and Henry College students who each volunteered to tutor one SCAT participant one hour per week during study hall or after school. Arrangements were made with the schools and SCAT kids and some of the tutors began working with the high school students by the end of January and the rest planned to begin in February.

Project SCAT staff had a training session with Chuck Blanton, Dropout Prevention Program Director at Appalachian State University. The techniques of active listening, I-messages and no-lose problem solving were presented as well as reasons kids drop out of school (alienation, according to Blanton) and the effect of this action in mass, on society.

Two students in Bristol joined Project SCAT in January. One of these is over-income but was willing to participate in the summer program without pay and the other is an Old SCAT participant who recently returned to the area after living in Tennessee for a few months. One student who dropped out of the program in Washington County last month rejoined and there were two new additions in Wythe County. There was no change in enrollment in Smyth County. Therefore, Bristol currently has 19 SCAT participants; Washington County, 24; Wythe County, 15; and Smyth County, 20.

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NARRATIVE

SCAT

February 1987

At the first workshop in February, SCAT participants took and scored "The Self-Directed Search", a test for educational and vocational planning. At the next workshop the students were given detailed information from the "Virginia Views: Vital Information for Education and Work" on their first job choice.

The second workshop in February, Number Six, centered on friendships. Discussion focused on important qualities in friends, active listening, good communication skills and making new friends.

The Smyth County group went swimming for its Saturday activity and had ice cream afterwards. Washington County participants went bowling and then had pizza. Bristol kids had a choice of going roller skating or bowling after having pizza, and the group was divided evenly between the two activities.

Counselors began working on evaluating the first set of short term goals and setting second goals with the students. A new bonus was initiated - if a student maintained perfect attendance at all SCAT activities and completed his/her short term goal within the allotted time period, he/she would receive a $15 gift certificate to a local discount store.

Home visits were completed in Wythe County and counselors continued making them in the other jurisdictions.

The tutors from Emory and Henry College started working with the SCAT kids although there has been some problem co-ordinating schedules.

Three students withdrew from the program in Smyth County due to lack of interest; one student was dropped from SCAT in Bristol because of poor attendance; one participant was added in Wythe County while another dropped, apparantly due to lack of interest; and two students, (one was an Old SCAT participant) were added in Washington County.

Enrollment now is: Bristol, 18; Washington County, 26; Smyth County, 17; and Wythe County, 15.

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Program Narrative

Project SCAT

March 1987

The workshops continued in March and the groups of participants in all four jurisdictions went on Saturday activities.

During Workshop Seven, SCAT participants watched the video "Bill Cosby: Himself" and discussed the use of drugs and alcohol which were subjects of some of Cosby's routines.

The second workshop in March dealt with several topics, including relationships between boys and girls, decision making and compromise fears and awareness. Smyth and Wythe County SCAT kids went bowling, followed by lunch at a fast food restaurant. Washington County participants went swimming and had ice cream afterwards and the Bristol group went horseback riding and then stopped for lunch at a fast food restaurant.

Counselors completed setting second short term goals with SCAT kids and home visits were finished up in Washington County, Smyth County and the City of Bristol, with the exception of visits to the parents of new enrollments.

Certification interviews were held at Washington County and Bristol, Virginia schools for SCAT participants as well as SYETP applicants.

Plans were made to take the SCAT kids rafting in late April and early May.

One student joined the program in Wythe County two were added and three left the program. Of these three, one moved to another school in Smyth County but showed no interest in continuing with Project SCAT, one got married and dropped out of school, and the third moved to Washington County and joined the program there. In Washington County, one participant transferred to Bristol and is continuing with the program in that jurisdiction.

There are 19 SCAT participants in Bristol, Virginia; 26 in Washington County; 16 in Wythe County; and 16 in Smyth County.

PROGRAM NARRATIVE
PROJECT SCAT
APRIL, 1987

SCAT activities continued in March with workshops being reduced from two to one per month while the staff made arrangements for the summer program.

During workshop #9 SCAT participants were required to use their skills in I-Messages and No-Lose Problem Solving in hypothetical situations relating to school and teachers.

The Saturday activity for Washington County (planned horseback riding) was cancelled because of snow. The Bristol group went on a picnic and then went bowling. This "Saturday" activity was held on a Monday during the Easter holidays. The participants from Wythe County went to the movies and a fast food restaurant for lunch. Later in the month, this group joined some of the members from Smyth County on a white water rafting trip down the Nolichucky. Shortly after the beginning of the trip, one participant had to be escorted back to the lodge after becoming uneasy about the rafting. However, on the whole, the response to the rafting was very positive from the kids.

One participant from Bristol Junior High transferred to John S. Battle High School in Washington County. Other changes in that county included one participant being dropped at Patrick Henry and one was dropped at Holston, both due to lack of attendance and an apparent lack of interest. The student at Patrick Henry was a SCAT participant from last year who had made great strides in improving his behavior and getting involved in other activities, including chorus and dance. The student at Holston had joined SCAT, dropped out and re-enrolled earlier this year and was apparently unable to to make a commitment to SCAT. The total participants in Washington County at the end of April was 26.

The transfer from Bristol to Washington County, mentioned above, lowered the total enrollment in Bristol to 17.

One participant dropped in Wythe County leaving total enrollment at 15. There was no change in enrollment in Smyth County which remains at 14.

PROGRAM NARRATIVE
PROJECT SCAT
MAY 1987

The final after school workshop was held in May. This workshop included explaining plans for the summer program, having the participants complete an evaluation of the in-school part of the SCAT program, reviewing I-Messages and No-Lose Problem Solving and doing a new exercise, "I don't mean to brag...," through which kids experienced giving themselves "a pat on the back."

The Saturday activities in May consisted of white water rafting trips. The Bristol group and participants from Abingdon High School went one weekend and the rest of Washington County plus the remainder of Smyth County went another weekend. The turnout for the trips was smaller than expected, largely because of parents' caution, but was a rewarding experience for those involved. Participants worked on their short term goals with the counselor's guidance.

Participants under 16 years of age received physical exams in May in order to get work permits. Other paperwork for the work permits was initiated.

The hiring process for teachers, worksite supervisors and drivers was begun. The collection of documentation for certification of participants continued.

There were no changes in enrollment in Washington County, currently at 26, Bristol, 17, or Smyth County, 14. One participant dropped out in Wythe County, leaving that total at 14.

PROGRAM NARRATIVE
PROJECT SCAT
JUNE, 1987

A final activity was held for the SCAT participants. Two groups, one consisting of the Smyth and Wythe County participants and the other consisting of the Bristol and Washington County kids, were taken for a picnic at Hungry Mother State Park in Marion. In addition to the picnic, the kids had the opportunity to go swimming, paddle boating and horseback riding. There was almost 100% attendance at this activity.

The last short term goals were evaluated and all the teachers of the SCAT participants were asked to complete an evaluation on the students' progress.

Certification for the Summer Youth Employment and Training Program was completed. The in-school program officially ended June 19.

Preparations for the summer part of the program were made. Four teachers and five drivers (four of whom would also serve as worksite supervisors) were hired. Three interns, from the Overseas Development Network, arrived. One was placed with the Bristol group, another with the Washington County group and the third with Smyth County. An SYETP participant was placed as a tutor with the Washington County group.

The remedial English and Math classes, and work program for SCAT-SYETP began on June 22. On this day, an orientation to SYETP was given to all four classes. Participants also took the pre-test of the Metropolitan Achievement Test.

During the first three weeks of class, the participants worked on competencies along with their studies. Worksites included Bristol parks, Benhams Headstart Center, the Virginia Creeper Trail and Mt. Rogers Recreation area. Two participants who were unable to work outside due to health reasons were placed at the Virginia High School print shop.

Within the first two weeks of the program, one van driver for Washington County resigned and one teacher for Wythe County resigned. The transportation problem was solved by the help of one intern and two staff members. The teacher was replaced in July.

For the summer, the Washington County group included participants from Abingdon High, Patrick Henry and seven students from Battle. The other two from Battle were included in the Bristol group. One student who was at Abingdon High during the school year moved to Bristol. Two participants from Patrcik Henry attended classes in Smyth County due to transportation.

At the beginning of the summer program, on June 22, enrollment for the Washington County group totaled 20.

Two participants in Bristol were not eligible for SYETP and did not wish to continue in the program. The Bristol group included Va. Jr. High (4): Va. Sr. High (12), and part of John Battle (2), for a total of 18.

Enrollment in Wythe County dropped from 14 to 11 due to ineligibility for SYETP. Smyth County participants dropped from 14 to 10, also due to ineligibility. Two students from Patrick Henry joined the Smyth County group, leaving the total at 12.

PROGRAM NARRATIVE
PROJECT SCAT
JULY, 1987

Class and work continued for the SCAT kids during July. A replacement teacher was hired for the group in Wythe County. J.T.P.A. competencies were completed and the students continued with their work in remedial English and Math. One student in Bristol was able to work for a Geography credit.

Special activities were held in July for the participants. The participants in Washington and Smyth counties made videos. The kids in Smyth County did a take-off on the "Dukes of Hazard" complete with commercials, and one group in Washington County made a commercial while the other made a music video. The Washington County group took a field trip to the WCYB Studio and a representative from a video production company talked with the participants in Smyth County.

During July, counselors had to deal with different types of problems which resulted in the removal of several students from the program. In Washington County, four students withdrew from SCAT. Three were asked to leave - two for smoking on school property (they both got caught on more than one occassion) and one for continual disruptive and rude behavior. The fourth left on his own accord after having an argument with another participant.

In Bristol, five students left SCAT. One attended only one day and decided to quit due to her pregnancy. One was caught smoking and the school officials refused to let him stay on school grounds. This student was placed in a job with SYETP. Another participant was dismissed because he refused to work in the classroom and used foul and abusive language directed toward the teacher. He was also placed in an SYETP job. Two other students were asked to leave after getting into a physical fight. Both students had been warned about their behavior, attitude and performance several times.

In Smyth County, three students withdrew. One quit, giving no reason, another moved to North Carolina, and the third quit after getting another job.

The Wythe County group lost five students during July. Two quit because their credit was not assured, one was discovered ineligible by A.T.& S., one was asked to leave because of excessive absences and another was dismissed for punching another participant.

The number of participants still in the program at the end of July follows: Washington County-16, Bristol-13, Smyth County-9, and Wythe County-6.

PROGRAM NARRATIVE
PROJECT SCAT
AUGUST, 1987

The final two weeks of the program went smoothly, with no major problems. No other students left the program.

Smyth County SCAT kids came to the Highlands Festival one day. They were able to see the youth production at the Barter Playhouse and visit the crafts market. After a picnic lunch, they watched the video they had made at the public library. A woman from Japan gave a presentation to the kids in Washington County and their teacher prepared some Japanese food for them to try. The Headstart program provided a pizza lunch for the Bristol group in appreciation for the work that had been done at the Benhams Headstart Center.

Participants were given post-tests of the Metropolitan Acheivement Test and the Demos D (Dropout) Scale. They were asked to complete an evaluation of the program. The students were evaluated by their teachers and worksite supervisors.

The program ended on August 14th. An awards ceremony with refreshments was held for Smyth and Wythe counties on August 19th and a similar ceremony was held for Washington County and Bristol on August 21st.

During the school year, 89 students were accepted into Project SCAT. Of these, 61 entered the summer part of the program. Forty-four completed the program - 34 received a full high school credit, five received half of a credit, and five received no credit because of excessive absences and/or failure to do required work. Fifty-two received five college credits from Virginia Highlands Community College for successful completion of the J.T.P.A. competencies/remedial education program.

Washington County Enrollment (October 1986 - June 1987)

	Abingdon	Battle	Patrick Henry	Holston	Total
Oct. 1986	5	9	4	7	25
Nov. 1986	5	9	4	7	25
Dec. 1986	5	9	4	5	23
Jan. 1987	5	9	4	6	24
Feb. 1987	6	9	5	6	26
Mar. 1987	7	8	6	6	27
April 1987	7	9	5	5	26
May 1987	7	9	5	5	26
June 1987	6	9	4	5	24

SUMMER, 1987, ENROLLMENT OVERVIEW

	Bristol	Washington	Smyth	Wythe	Total
June 1987	18	20	12	11	61
July 1987	13	16	9	6	44
August 1987	13	16	9	6	44

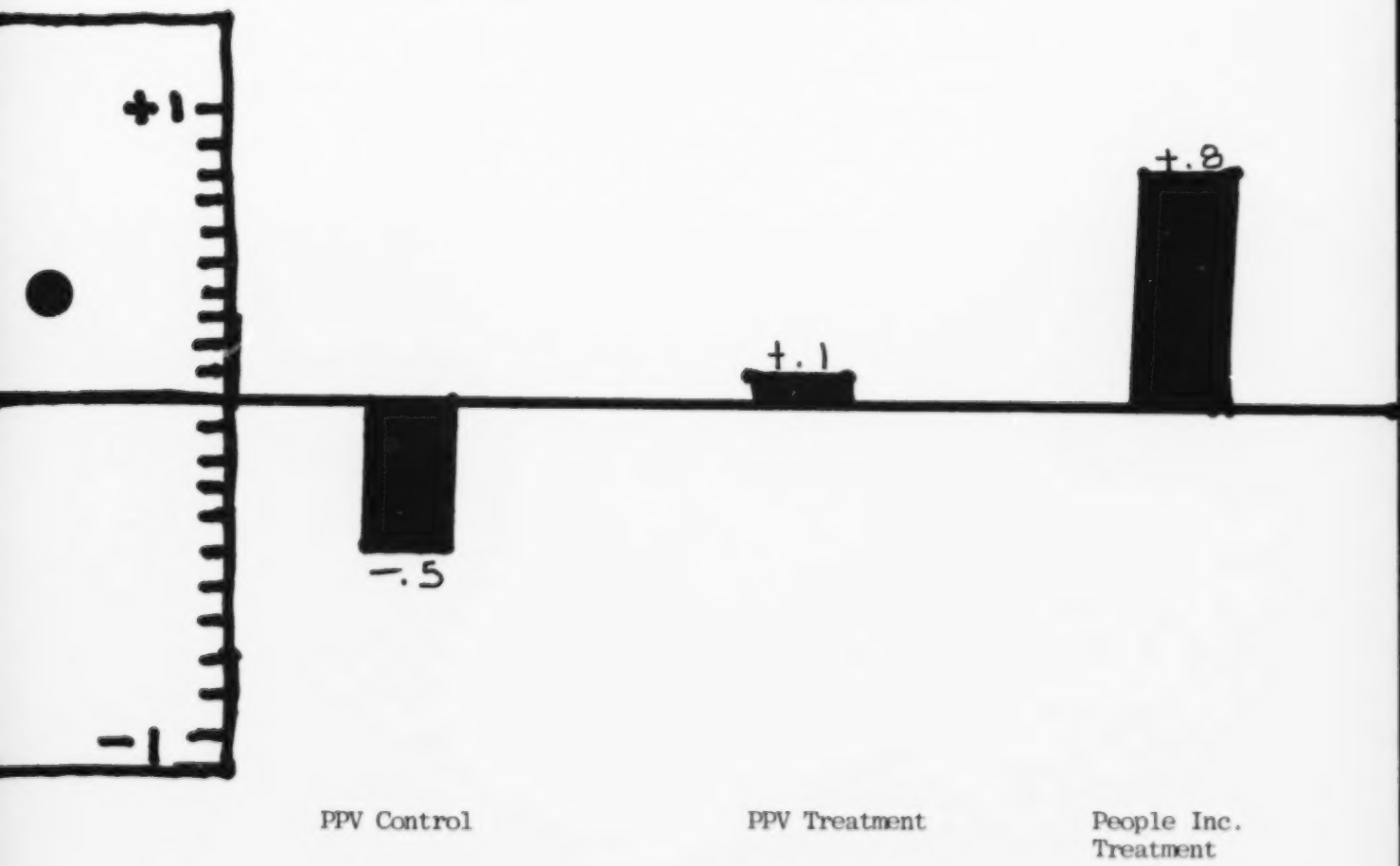
WYTHE COUNTY ENROLLMENT (OCTOBER, 1986- June, 7)

	GEORGE WYTHE	FORT CHISWELL	RURAL RETREAT	TOTAL
Oct. 1986	6	6	1	13
Nov. 1986	6	6	1	13
Dec. 1986	6	6	1	13
Jan. 1987	7	7	1	15
Feb. 1987	7	7	1	15
Mar. 1987	7	8	1	16
Apr. 1987	6	8	1	15
May 1987	5	8	1	14
June 1987	3	7	1	11

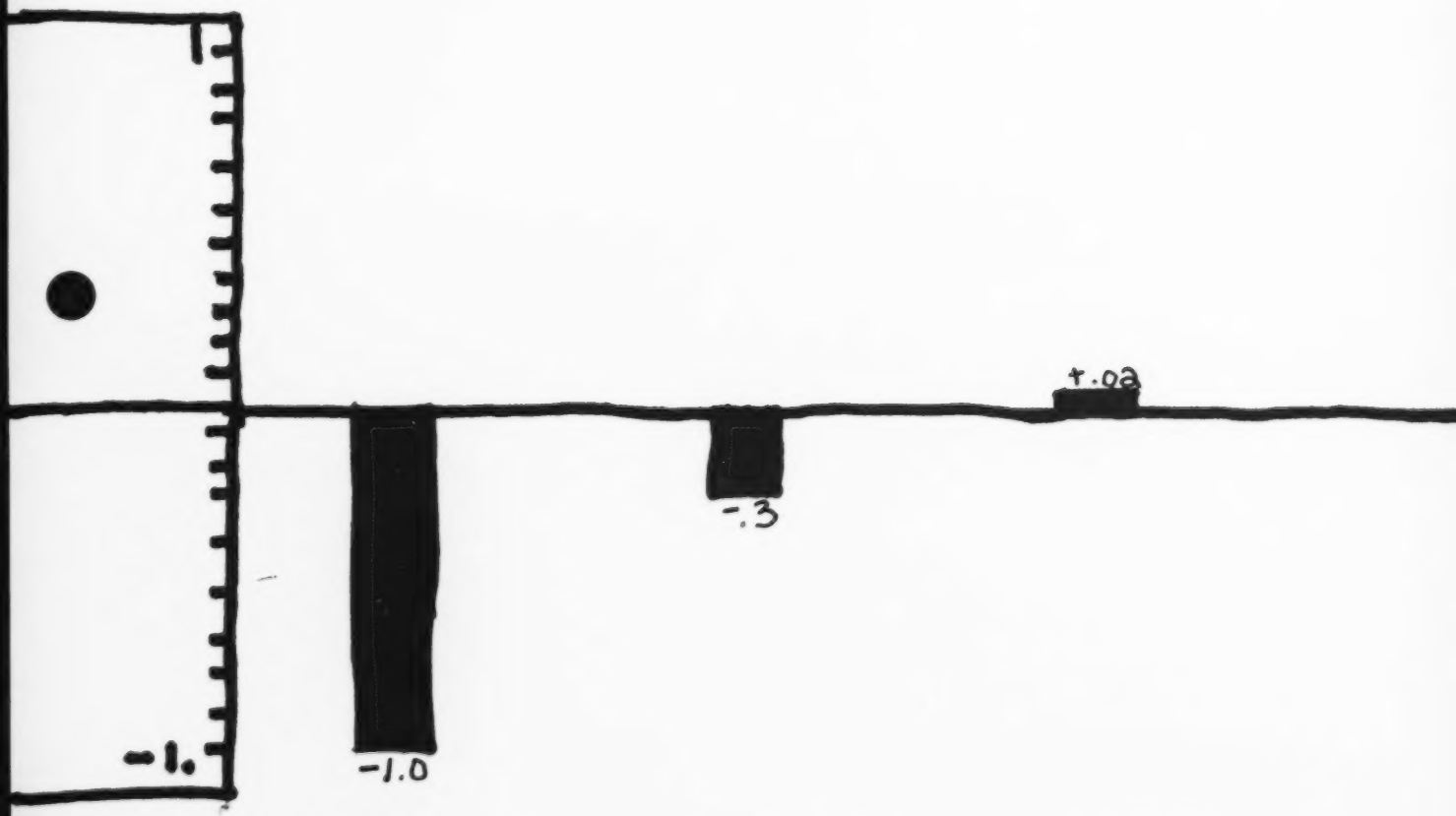
SMYTH COUNTY ENROLLMENT (OCTOBER, 1986- JUNE, 1987)

	Marion Jr.	Marion Sr.	Sugar Grove	Chilhowie	Rich Valley	R.B. Worthy	Total
Oct, 1986	6	4	2	6	2	2	22
Nov, 1986	6	4	2	6	1	2	21
Dec, 1986	6	4	2	6	1	2	21
Jan, 1987	6	3	2	6	1	2	20
Feb, 1987	6	2	2	1	3	2	16
Mar. 1987	5	1	1	2	3	2	14
April, 1987	5	1	1	2	3	2	14
May, 1987	5	1	1	2	3	2	14
June, 1987	4	0	1	2	2	1	10

Pre and Post Test Changes in Math Grade Equivalency Scores



Pre and Post Test Changes in Reading Grade Equivalency Scores



PEOPLE, INCORPORATED

Abingdon, Virginia

REPORT ON EXAMINATION

S.C.A.T.

(STUDENTS CONCERNED ABOUT TOMORROW)

PROJECT # VA-87-P1-111-3A-SP-001B

June 30, 1987

C O N T E N T S

Report on Examination

Exhibits and Schedules

Schedule A - Balance Sheet

Schedule B - Statement of Revenues, Expenditures and Changes in Fund Balance

Exhibit C - Statement of Cash Receipts and Disbursements

THOMAS C. CUNNINGHAM
CERTIFIED PUBLIC ACCOUNTANT

P.O. BOX 926
300 EXECUTIVE PLAZA BUILDING
BRISTOL, VA 24203-0926
(703) 669-5531

To the Board of Directors
People, Incorporated
Abingdon, Virginia

I have examined the balance sheet, statement of revenues, expenditures and changes in fund balance, and statement of cash receipts and disbursements of S.C.A.T. Project # VA-87-P1-111-3A-SP-001B of People, Inc., as of June 30, 1987 and for the year then ended. My examination was made in accordance with generally accepted auditing standards as set forth by the American Institute of Certified Public Accountants in the Codification of Statements on Auditing Standards and Standards for Audit of Governmental Organizations Programs, Activities, and Functions issued by the Comptroller General, and accordingly included such tests of the accounting records and other such tests as I considered necessary in the circumstances.

In my opinion, the aforementioned financial statements present fairly the financial position of S.C.A.T. Project # VA-87-P1-111-3A-SP-001B of People,Inc. as of June 30, 1987 and the results of its operations for the year then ended in conformity with generally accepted accounting principles applied on a consistent basis.

Thomas C Cunningham

THOMAS C. CUNNINGHAM
CERTIFIED PUBLIC ACCOUNTANT

August 15, 1987

MEMBER AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

People, Incorporated
Abingdon, Virginia
S.C.A.T.
Project # VA-87-P1-111-3A-SP-001B
BALANCE SHEET
June 30, 1987

Exhibit A

ASSETS

Assets	
Cash	$ -
Due from Grantor	33,213
Total assets	$ 33,213

LIABILITIES AND FUND EQUITY

Liabilities:	
Accounts payable and accrued expenditures	$ 3,515
Accrued payroll	3,977
Due to Grantor	395
Due to Grantee's general fund	25,326
Total liabilities	33,213
Fund equity:	
Fund balance	-
Total liabilities and fund equity	$ 33,213

People, Incorporated
Abingdon, Virginia
S.C.A.T.
Project # VA-87-P1-111-3A-SP-001B
STATEMENT OF REVENUES AND EXPENDITURES
AND CHANGES IN FUND BALANCES
Year Ended June 30, 1987

Exhibit B

	Approved Budget	Actual	Actual (Over) Under Budget
Revenues	$ 85,000	$ 82,981	$ 2,079
Expenditures			
Personnel salaries	54,192	51,443	2,749
Personnel fringe benefits	9,820	9,940	(120)
Professional services	1,595	1,333	262
Travel	6,860	8,198	(1,338)
Space costs	1,300	1,349	(49)
Supplies	4,897	4,077	820
Lease and purchase equipment	-	-	-
Other	6,336	6,581	(245)
Total expenditures	85,000	82,981	2,079
Excess of revenues over (under) expenditures	-	-	-
Fund balance, beginning	-	-	-
Fund balance, ending	$ -	$ -	$ -

People, Incorporated
Abingdon, Virginia
S.C.A.T.
Project # VA-87-P1-111-3A-SP-001B
STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
Year Ended June 30, 1987

Exhibit C

Cash balance, beginning of year		$ -
Cash receipts		
Revenues	$ 82,921	
Add:		
Due from Grantor, beginning of year	-	
Due to Grantor, end of year	395	
Less:		
Due from Grantor, end of year	(33,213)	
Total cash receipts		50,103
Cash disbursements		
Expenditures	82,921	
Add:		
Accounts payable, beginning of year	-	
Accrued payroll, beginning of year	-	
Due to Grantee's general fund, beginning of year	-	
Less:		
Due to grantee's general fund, end of year	(25,326)	
Accounts payable and accrued expenditures, end of year	(7,492)	
Total cash disbursements		50,103
Cash balance, end of year		$ -

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